

Fall 2020 – Wednesday – 12:30-3:20 PM

Section: 20938

Location: Zoom Meetings found at blackboard.usc.edu

Instructor: Dr. Marlon Twyman

Office: Zoom Office Hours Link in Blackboard

Office Hours: 3:30-4:30 PM PST on Wednesdays, or by appointment

Contact Info: marlontw@usc.edu

I. Course Description

Social networks are an essential part of human life. Relationships are conduits for information flow, transactions, associations, and communication patterns that are prevalent in society. Analyzing social networks requires adopting a perspective that focuses on relationships in order to address questions related to how and why people are connected—the substantive purposes of connection. The seminar will review theoretical, conceptual, and analytical issues surrounding the network perspective on communication and organizing. Networks are interdisciplinary, as such the course will include scholarship from communication, organization science, sociology, and other fields, where appropriate. The course will encourage students to think more deeply about the relationships that underpin communication to more holistically assess their given areas of inquiry.

Conducting network analysis requires the use of specialized methods to construct, measure, and visualize networks. Many methods are computationally intensive and require programming—or at the very least manipulating data—which is not the focus of this course, however the course will also provide exposure to numerous methods and ample resources to guide student exploration of social network analysis approaches.

II. Student Learning Outcomes

To provide a foundation in communication network theory and social network analysis, the course is designed to achieve the following learning objectives:

1. Define key network concepts. For example, centrality measures, community detection, density, etc.
2. Summarize and interpret published research focusing on social network analysis
3. Plan a social network analysis paper related to current research agenda
4. Formulate a literature review based on your research plan
5. **Optional:** Use social network analysis techniques in the R programming language

Recommended Preparation: Quantitative Research Methods, Introductory Statistics, Download recommended software

III. Required Readings and Supplementary Materials

Google Drive Link to Readings:

<https://drive.google.com/drive/folders/1enSCM8UfQP3Y2LxQoqyrayHgcReB-qfS?usp=sharing>

Textbooks

- Monge, P. R., & Contractor, N. S. (2003). *Theories of communication networks*. New York: Oxford University Press.
 - Freely Available from USC Libraries:
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hsgvaa/alma991042996055703731
 - Chapters available in Google Drive link

Reference Books

- Introduction to social network methods by Robert A. Hanneman and Mark Riddle
 - <https://faculty.ucr.edu/~hanneman/nettext/>
- Networks: An Introduction by Mark Newman
 - Freely Available from USC Libraries:
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdiaskewsholts_vlebooks_9780191637766

- Networks, Crowds, and Markets: Reasoning About a Highly Connected World by David Easley and Jon Kleinberg

- <http://www.cs.cornell.edu/home/kleinber/networks-book/>

Books on R

- Advanced R by Hadley Wickham
 - <https://adv-r.hadley.nz/>
- GGPlot2 for Visualization and Graphics
 - <https://ggplot2.tidyverse.org/>
- R Data.table
 - Introduction: <https://cran.r-project.org/web/packages/data.table/vignettes/datatable-intro.html>
 - Documentation: <https://cran.r-project.org/web/packages/data.table/data.table.pdf>
- R for Data Science by Garrett Grolemund and Hadley Wickham
 - <https://r4ds.had.co.nz/>

Example Datasets

- Datasets from M. Newman
 - <http://www-personal.umich.edu/~mejn/netdata/>
- UCINET Datasets
 - <https://sites.google.com/site/ucinetsoftware/datasets>
- Network Repository
 - <http://networkrepository.com/>

Weekly Articles

Selected research articles and business press articles shared with Google Drive link

Software

Given that instruction will be virtual, please plan to use the following software technologies **freely** available through USC

- Blackboard: blackboard.usc.edu
 - Links to Zoom Meetings and Recordings for class instruction

- Homework and Final Paper Submissions
- Email Announcements
- Google Drive
 - Archive of reading materials
- Google Drive OR Microsoft Office 365: <https://software.usc.edu/free-to-campus/>
 - For preparation of homework assignments and final paper
- Adobe Creative Cloud: <http://www.adobe.com/creativecloud/>
 - For PDF reading and editing
 - Other media editing software that may be of interest
- Slack: <https://keepsteaching.usc.edu/tools/slack/>
 - For course communication and collaboration
- Citation Manager: RefWorks, Zotero, or Mendeley. EndNote available through USC
 - To cite any references used in writing assignments

Social Network Analysis Software Downloads

- RStudio for data manipulation and statistical analysis
 - <https://rstudio.com/products/rstudio/download/>
- Gephi for network visualization
 - <https://gephi.org/users/download/>

Relevant R Packages

- iGraph: "a collection of network analysis tools with the emphasis on efficiency, portability, and ease of use"
 - <https://igraph.org/r/>
- Statnet: statistical analysis of networks
 - Main site: <http://statnet.org/>
 - Tutorials: <https://github.com/statnet/Workshops/wiki>
- RSIENA: Simulation Investigation for Empirical Network Analysis in R
 - <https://www.stats.ox.ac.uk/~snijders/siena/>

IV. Description and Assessment of Assignments & Assignment Submission Policy

Given the virtual learning format includes both synchronous and asynchronous components, weekly class participation will be the submission of weekly reading reflection memos and weekly questions posted to the class discussion board in Blackboard. The course requires completion of the following assignments:

Weekly

- **Weekly Reading Reflection Memo:** Students are expected to read all of the weekly readings that are listed and will need to produce a 2-to-3-page, double-spaced (500-750 word) memo for **one** research article (not book chapter) each week; eligible papers will have a “**MEMO**” in front of the paper title. Memos should analyze the paper. Think about the “point” of the article and the “details.”
 - Reflect on the following when considering the “point” of the article:
 - What are the core research questions or problems?
 - What theory or theories are present? What concepts, boundary conditions, and assumptions are implied by the theory?
 - How compelling are the claims being made in the paper?
 - Reflect on the following when considering the “details” of the article:
 - How aligned is the theory to the proposed research questions or hypotheses? What are points of distinction?
 - What mechanisms are evoked in the arguments?
 - What evidence supports the argument? How convincing is the evidence?
 - What are the assumptions of the analysis? How could the analysis be reasonably improved?
- **Weekly Discussion Questions:** After lectures and readings in a given week, questions about the topic will arise. Each student is expected to post at least two questions about course material (readings or lecture) to the Weekly discussion board in Blackboard. Dr. Twyman will acknowledge some questions during scheduled lecture time or by posting replies directly to the discussion board.

Presentation Skills

- **First Author Roleplay – Three Paper Presentations:** Three times during the semester, each student will present an empirical paper from the weekly readings,

similar to a conference presentation. Starting in Week 5, students will select one “MEMO” paper to present; it can be the same paper on which they choose to write their weekly memo. Given the virtual format of the class, students will be required to record their presentations using either Zoom or VoiceThread (see <https://annenberg.usc.edu/faculty-and-staff-resources/online-teaching-and-learning-resources-annenberg#zoom-blackboard-voicethread>). The presentation should capture the key points of the paper in 15-20 minutes, using between 8 to 10 PowerPoint slides:

1. Introduction with research problem
2. Literature Background
3. Continue #1 (if needed)
4. Research questions and/or hypotheses
5. Mechanisms and explanations for the research questions or hypotheses
6. The research design. Data collection, sample, measures, and analysis approach
7. Main results
8. Continue #5
9. Discussion points and key takeaways from results
10. Conclusions

Time Management and Organization

- **Semester Work Schedule for Typical Week:** At the start of the semester, students will provide their anticipated time commitment towards the course.
 - Indicate if you will be watching lectures synchronously or asynchronously
 - Please provide the time zone in which you will be located for the semester
 - For all seven days of the week, indicate how much time is expected to be spent attending lecture, watching recorded lectures, and doing homework.
 - Include specific time windows for the activities.
 - Given that the course is 4 Units, plan to spend 8 hours on the course outside of lecture time.

Final Assignment

- **Annotated Bibliography:** To ensure students are focusing on networks that are related to their own research interests, eight 1-to-2-page, double-spaced (250-500

word) memos will be written to construct an annotated bibliography. Interpreting papers is a valuable skill that must be acquired during Ph.D. studies, and developing a structured approach to article reading will help build this skill. For each submission, an article should be succinctly summarized, have a list of issues or concerns, and a list of recommendations for improvements. The annotated bibliography will be the foundation for the Term Project Literature Review. More details will be provided in a separate assignment description document.

- **Term Project Plan:** Students will submit a 2-to-3-page, double-spaced (500-750 word) project plan that describes their term project. The plan should include a problem statement, set of research questions or hypotheses, list of potential theories to investigate, explanation of social network analysis in the context of the project, and a timeline to conduct the research beyond the semester. The timeline should account for time needed to collect data or learn specific analysis skills. More details will be provided in a separate assignment description document.
- **Term Project Literature Review:** The term project will be the literature review for the research project that “Term Project Plan” describes. The length is expected to be 6-to-8 pages, double-spaced (1,500-2,000 words). To construct the literature review, students are expected to rely upon the papers reviewed in the annotated bibliography as well as ideas from the project plan. The literature review should reflect a “theoretical background” or “literature review” section from a published paper and lead to a set of research questions or hypotheses. Please find a research paper that is closely related to your research topic to use as a “model” paper. There is no required number of references, but please refer to the “model” to get a sense for how many references will be necessary to build the arguments in the literature review. More details will be provided in a separate assignment description document.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Weekly Reading Reflection Memo (10 total)	200	20
First Author Roleplay – Three Paper Presentations	300	30
Annotated Bibliography (6 Weekly Submissions)	150	15
Term Project Research Plan	100	10
Term Project Literature Review	150	15
Semester Work Schedule for Typical Week	50	5
Weekly Discussion Questions (12 total)	50	5
TOTAL	1,000	100%

b. Grading Scale

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Letter Grade	Description
A	Excellent; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming.
F	Failing; unacceptably low level of knowledge and understanding of subject matter.

d. Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments. Therefore, every attempt will be made to grade assignments and post grades within two weeks. Scores for all assignments are regularly updated on Blackboard. A Blackboard Announcement will notify the students when grades are posted. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. If you fail to inquire/notify the professor of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

VI. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, events, and/or guest speaker availability, where relevant. Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

Week 1: 8/24-8/28
Topics: Syllabus Explanation & Introduction to Class
<u>Readings:</u> <ol style="list-style-type: none">1. COMM 645 Syllabus2. Social Network Analysis software demo
<u>Assignments Due:</u> <ol style="list-style-type: none">1. Saturday (8/29): Post Week 1 Questions (Ungraded practice)
Week 2: 8/31-9/4
Topics: Introduction to Network Theory, Concepts, and Measures
<u>Readings:</u> <ol style="list-style-type: none">1. Monge & Contractor, Chapter 1.2. Aral, S. (2016). The Future of Weak Ties. <i>American Journal of Sociology</i>, 121(6), 1931–1939. https://doi.org/10.1086/6862933. Borgatti, S. P., & Halgin, D. S. (2011). On Network Theory. <i>Organization Science</i>, 22(5), 1168–1181. https://doi.org/10.1287/orsc.1100.06414. Granovetter, M. S. (1973). The strength of weak ties. <i>American Journal of Sociology</i>, 78(6), 1360–1380.
<u>Assignments Due:</u> <ol style="list-style-type: none">1. Wednesday (9/2): “Semester Work Schedule for Typical Week” Assignment

2. Saturday (9/5): Post Week 2 Questions

Week 3: 9/7-9/11 [Labor Day: Monday, September 7]

Topics: Network Types and Models

Readings:

1. Barabasi, A.-L., & Albert, R. (1999). Emergence of scaling in random networks. *Science*, 286(5439), 509–512.
2. Watts, D. J. (2004). The “New” Science of Networks. *Annual Review of Sociology*, 30(1), 243–270. <https://doi.org/10.1146/annurev.soc.30.020404.104342>
3. Watts, D. J., & Strogatz, S. H. (1998). Collective dynamics of “small-world” networks. *Nature*, 393(6684), 440–442. <https://doi.org/10.1038/30918>

Assignments Due:

1. Saturday (9/12): Paper Selections for Presentations (three total)
2. Saturday (9/12): Post Week 3 Questions

Week 4: 9/14-9/18

Topic: Multitheoretical Multilevel (MTML) Framework

Readings:

1. Monge & Contractor, Chapter 2.
2. **MEMO:** Keegan, B., Gergle, D., & Contractor, N. (2012). Do editors or articles drive collaboration? Multilevel statistical network analysis of wikipedia coauthorship. *Proceedings of the ACM 2012 Conference on Computer Supported Cooperative Work*, 427–436. <https://doi.org/10.1145/2145204.2145271>
3. **MEMO:** Kim, J. Y. (Rose), Howard, M., Cox Pahnke, E., & Boeker, W. (2016). Understanding network formation in strategy research: Exponential random graph models. *Strategic Management Journal*, 37(1), 22–44. <https://doi.org/10.1002/smj.2454>

Assignments Due:

1. Saturday (9/19): Post Week 4 Questions

Week 5: 9/21-9/25

Topic: Social Capital and Structural Holes Theories

Readings:

1. **MEMO:** Burt, R. S. (2004). Structural Holes and Good Ideas. *American Journal of Sociology*, 110(2), 349–399. JSTOR. <https://doi.org/10.1086/421787>
2. Burt, R. S. (2000). The Network Structure of Social Capital. *Research in Organizational Behavior*, 22, 345–423. [https://doi.org/10.1016/S0191-3085\(00\)22009-1](https://doi.org/10.1016/S0191-3085(00)22009-1)
3. **MEMO:** Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, S95–S120.

4. **MEMO:** Gargiulo, M., & Benassi, M. (2000). Trapped in Your Own Net? Network Cohesion, Structural Holes, and the Adaptation of Social Capital. *Organization Science*, 11(2), 183–196. <https://doi.org/10.1287/orsc.11.2.183.12514>

Assignments Due:

1. Wednesday (9/23): “**Weekly Reading Reflection Memo**” Assignment for Week 4
2. Saturday (9/26): Post Week 5 Questions

Week 6: 9/28-10/2

Topic: Evolutionary Theories

Readings:

1. Monge & Contractor, Chapter 9
2. **MEMO:** Monge, P., Heiss, B. M., & Margolin, D. B. (2008). Communication Network Evolution in Organizational Communities: Network Evolution. *Communication Theory*, 18(4), 449–477. <https://doi.org/10.1111/j.1468-2885.2008.00330.x>
3. **MEMO:** Powell, W. W., White, D. R., Koput, K. W., & Owen-Smith, J. (2005). Network Dynamics and Field Evolution: The Growth of Interorganizational Collaboration in the Life Sciences. *American Journal of Sociology*, 110(4), 1132–1205. <https://doi.org/10.1086/421508>

Assignments Due:

1. Wednesday (9/30): “**Weekly Reading Reflection Memo**” Assignment for Week 5
2. Saturday (10/3): “**Term Project Research Plan**” Assignment
3. Saturday (10/3): Post Week 6 Questions

Week 7: 10/5-10/9

Topic: Network Cognition

Readings:

1. **MEMO:** Brands, R. A. (2013). Cognitive social structures in social network research: A review. *Journal of Organizational Behavior*, 34(S1), S82–S103. <https://doi.org/10.1002/job.1890>
2. **MEMO:** Krackhardt, D. (1987). Cognitive social structures. *Social Networks*, 9(2), 109–134. [https://doi.org/10.1016/0378-8733\(87\)90009-8](https://doi.org/10.1016/0378-8733(87)90009-8)
3. **MEMO:** Smith, E. B., Brands, R. A., Brashears, M. E., & Kleinbaum, A. M. (2020). Social networks and cognition. *Annual Review of Sociology*, 46.
4. **MEMO:** Smith, E. B., Menon, T., & Thompson, L. (2012). Status differences in the cognitive activation of social networks. *Organization Science*, 23(1), 67–82.

Assignments Due:

1. Wednesday (10/7): “**Weekly Reading Reflection Memo**” Assignment for Week 6
2. Saturday (10/10): First Submission for “**Annotated Bibliography**”
3. Saturday (10/10): Post Week 7 Questions

Week 8: 10/12-10/16 [Fall Recess: Thursday, October 15 and Friday, October 16]

Topic: Network Diffusion and Contagion Theories

Readings:

1. Monge & Contractor, Chapter 6
2. Adamic, L. (2015, February). The Diffusion of Support in an Online Social Movement: Evidence from the Adoption of Equal-Sign Profile Pictures. In *Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work & Social Computing* (pp. 1741-1750). ACM.
3. **MEMO:** Centola, D., & Macy, M. (2007). Complex contagions and the weakness of long ties. *American Journal of Sociology*, 113(3), 702–734.
4. Rogers, E. M. (2004). A Prospective and Retrospective Look at the Diffusion Model. *Journal of Health Communication*, 9(sup1), 13–19.
<https://doi.org/10.1080/10810730490271449>
5. **MEMO:** Valente, T. W. (1996). Social network thresholds in the diffusion of innovations. *Social Networks*, 18(1), 69–89. [https://doi.org/10.1016/0378-8733\(95\)00256-1](https://doi.org/10.1016/0378-8733(95)00256-1)

Assignments Due:

1. Wednesday (10/14): “**Weekly Reading Reflection Memo**” Assignment for Week 7
2. Saturday (10/17): Second Submission for “**Annotated Bibliography**”
3. Saturday (10/17): Post Week 8 Questions

Week 9: 10/19-10/23

Topics: Homophily Theory

Readings:

1. **MEMO:** Kleinbaum, A. M., Stuart, T. E., & Tushman, M. L. (2013). Discretion within constraint: Homophily and structure in a formal organization. *Organization Science*, 24(5), 1316–1336.
2. **MEMO:** Kossinets, G., & Watts, D. J. (2009). Origins of Homophily in an Evolving Social Network. *American Journal of Sociology*, 115(2), 405–450.
<https://doi.org/10.1086/599247>
3. **MEMO:** McPherson, M., Smith-Lovin, L., & Cook, J. M. (2001). Birds of a feather: Homophily in social networks. *Annual Review of Sociology*, 27, 415–444.
4. **MEMO:** Wimmer, A., & Lewis, K. (2010). Beyond and Below Racial Homophily: ERG Models of a Friendship Network Documented on Facebook. *American Journal of Sociology*, 116(2), 583–642.

Assignments Due:

1. Wednesday (10/21): “**Weekly Reading Reflection Memo**” Assignment for Week 8
2. Saturday (10/24): Third Submission for “**Annotated Bibliography**”
3. Saturday (10/24): Post Week 9 Questions

Week 10: 10/26-10/30

Topic: Network Perspectives on Leadership

Readings:

1. **MEMO:** Balkundi, P., & Kilduff, M. (2006). The Ties that Lead: A Social Network Approach to Leadership. *The Leadership Quarterly*, 17(4), 419–439. <https://doi.org/10.1016/j.leaqua.2006.01.001>
2. **MEMO:** Carnabuci, G., Emery, C., & Brinberg, D. (2018). Emergent Leadership Structures in Informal Groups: A Dynamic, Cognitively Informed Network Model. *Organization Science*, 29(1), 118–133. <https://doi.org/10.1287/orsc.2017.1171>
3. **MEMO:** DeRue, D. S., Nahrgang, J. D., & Ashford, S. J. (2015). Interpersonal Perceptions and the Emergence of Leadership Structures in Groups: A Network Perspective. *Organization Science*, 26(4), 1192–1209. <https://doi.org/10.1287/orsc.2014.0963>
4. **MEMO:** Sparrowe, R. T., & Liden, R. C. (2005). Two Routes to Influence: Integrating Leader-Member Exchange and Social Network Perspectives. *Administrative Science Quarterly*, 50(4), 505–535. <https://doi.org/10.2189/asqu.50.4.505>

Assignments Due:

1. Wednesday (10/28): “**Weekly Reading Reflection Memo**” Assignment for Week 9
2. Saturday (10/31): Fourth Submission for “**Annotated Bibliography**”
3. Saturday (10/31): Post Week 10 Questions

Week 11: 11/2-11/6

Topic: Power and Status

Readings:

1. **MEMO:** Burkhardt, M. E., & Brass, D. J. (1990). Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power. *Administrative Science Quarterly*, 35(1), 104–127. JSTOR. <https://doi.org/10.2307/2393552>
2. **MEMO:** Casciaro, T., & Piskorski, M. J. (2005). Power imbalance, mutual dependence, and constraint absorption: A closer look at resource dependence theory. *Administrative Science Quarterly*, 50(2), 167–199.
3. **MEMO:** Cook, K. S., & Emerson, R. M. (1978). Power, Equity and Commitment in Exchange Networks. *American Sociological Review*, 43(5), 721–739. JSTOR. <https://doi.org/10.2307/2094546>
4. **MEMO:** Markovsky, B., Willer, D., & Patton, T. (1988). Power Relations in Exchange Networks. *American Sociological Review*, 53(2), 220–236. JSTOR. <https://doi.org/10.2307/2095689>

Assignments Due:

1. Wednesday (11/4): “**Weekly Reading Reflection Memo**” Assignment for Week 10
2. Saturday (11/17): Fifth Submission for “**Annotated Bibliography**”
3. Saturday (11/17): Post Week 11 Questions

Week 12: 11/9-11/13

Topic: Knowledge Networks

Readings:

1. **MEMO:** Contractor, N., & Monge, P. R. (2002). Managing knowledge networks. *Management Communication Quarterly*, 16(2), 249–258. <https://doi.org/10.1177/089331802237238>
2. **MEMO:** Hansen, M. T. (2002). Knowledge networks: Explaining effective knowledge sharing in multiunit companies. *Organization Science*, 232–248.
3. **MEMO:** Leonardi, P. M. (2018). Social Media and the Development of Shared Cognition: The Roles of Network Expansion, Content Integration, and Triggered Recalling. *Organization Science*. <https://doi.org/10.1287/orsc.2017.1200>
4. **MEMO:** Reagans, R., & McEvily, B. (2003). Network structure and knowledge transfer: The effects of cohesion and range. *Administrative Science Quarterly*, 48(2), 240–267.

Assignments Due:

1. Wednesday (11/11): “**Weekly Reading Reflection Memo**” Assignment for Week 11
2. Saturday (11/14): Sixth Submission for “**Annotated Bibliography**”
3. Saturday (11/14): Post Week 12 Questions

Week 13: 11/16-11/20

Topic: Teams

Readings:

1. **MEMO:** Cummings, J. N., & Cross, R. (2003). Structural properties of work groups and their consequences for performance. *Social Networks*, 25(3), 197–210.
2. **MEMO:** Klein, K. J., Beng-Chong Lim, Saltz, J. L., & Mayer, D. M. (2004). How Do They Get There? An Examination of the Antecedents of Centrality in Team Networks. *Academy of Management Journal*, 47(6), 952–963. <https://doi.org/10.2307/20159634>
3. **MEMO:** Reagans, R., Zuckerman, E., & McEvily, B. (2004). How to make the team: Social networks vs. demography as criteria for designing effective teams. *Administrative Science Quarterly*, 49(1), 101–133.
4. **MEMO:** Schulte, M., Cohen, N. A., & Klein, K. J. (2012). The Coevolution of Network Ties and Perceptions of Team Psychological Safety. *Organization Science*, 23(2), 564–581. <https://doi.org/10.1287/orsc.1100.0582>

Assignments Due:

1. Wednesday (11/18): “**Weekly Reading Reflection Memo**” Assignment for Week 12
2. Saturday (11/21): Post Week 13 Questions

Week 14: 11/23-11/27

THANKSGIVING RECESS / NO CLASS

Week 15: 11/30-12/4

Topic: Social Media Networks

USC Course Evaluations

Readings:

1. boyd, danah m., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230.
<https://doi.org/10.1111/j.1083-6101.2007.00393.x>
2. Burke, M., & Kraut, R. E. (2016). The Relationship Between Facebook Use and Well-Being Depends on Communication Type and Tie Strength. *Journal of Computer-Mediated Communication*, 21(4), 265–281. <https://doi.org/10.1111/jcc4.12162>
3. Kane, G. C., Alavi, M., Labianca, G. J., & Borgatti, S. (2014). What's different about social media networks? A framework and research agenda. *MIS Quarterly*, 38(1), 274–304.
4. Sharma, S. (2013). Black Twitter? Racial Hashtags, Networks and Contagion. *New Formations: A Journal of Culture/Theory/Politics*, 78, 46–64.
<https://doi.org/10.3898/NewF.78.02.2013>

Assignments Due:

1. Wednesday (12/2): “**Weekly Reading Reflection Memo**” Assignment for Week 12
2. Saturday (12/5): Post Week 13 Questions

Finals Week: 12/9-12/16

Assignments Due:

1. Wednesday (12/11): “**Weekly Reading Reflection Memo**” Assignment for Week 13
2. Friday (12/14): Submit “**Term Paper Literature Review**” Assignment

VII. Policies and Procedures

Attendance policy

Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments.

However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

Late Assignment Policy

To accommodate unexpected interruptions and time zone differences for students in the course, the standard late policy is a five-day, penalty-free extension **as long as students notify Dr. Twyman via email request for extension before the deadline**. The email subject should read "COMM 385 [STUDENT'S FULL NAME] requests extension for [INSERT ASSIGNMENT NAME]"

Assignments that are submitted late without permission will lose 10% per day until the assignment is one week late; at which point, the assignment will be marked as 0%.

Synchronous session recording notice

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Going back to Campus

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines

and safety protocols. These are listed in the Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

Participation

Participation is part of your grade. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to **respect the opinion of others**, regardless of how much you disagree.

Zoom Etiquette and Online Interaction:

- Although you are not obligated to turn your camera on, we highly recommend it. Please wear **appropriate clothing**. Please keep your **microphone off** during zoom class, except when you're asked to unmute for discussion or questions. Please use **appropriate backgrounds**.
- Students are expected to treat one another professionally and with respect.
- To foster an inclusive environment during collaboration, please expect other students to put forth their best efforts and be understanding of other students' priorities, obligations, and responsibilities. Please give each other time to reply to messages and email.

Additional Policies

Communication with Dr. Twyman

Slack/Email:

- Please use Slack as the primary means to communicate general questions and feedback to Dr. Twyman. The Weekly Discussion Questions are required to be posted to Blackboard for grading purposes but asking questions in Slack is encouraged.

- For extensions, accommodations, and emergencies, please email Dr. Twyman. Expect responses **within** two business days, if not sooner. Emails sent on the weekend will be replied to no later than Tuesday of the following week.

Zoom Office Hours:

- Dr. Twyman will hold Zoom Office Hours using the link provided on Blackboard. Please remain in the waiting room if there is another student in the office hours. Office Hours will also be held by appointment scheduled via email correspondence.

Statement on Academic Conduct and Support Systems

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “o” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.